



“Inspiring learning, developing character, building futures”

## SEND Information Report

Policy authorisation:	Management: Senior Leadership Team
Date of policy introduction or most recent update:	January 2022
Date of next policy review:	January 2023
Policy author	Head of Additional Learning Support

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## 1. Roles

Head of Additional Learning Support	David Williams	david.williams@blackpoolsixth.ac.uk
Deputy Head of Additional Learning Support	Carla Duncan	carla.duncan@blackpoolsixth.ac.uk
Principal	Jill Gray	jill.gray@blackpoolsixth.ac.uk
SEND Director	Caroline Coyne	

## 2. Types of special educational needs we provide support for

Our college currently provides provision for a range of needs, covering all areas of the SEND Code of Practice:

- Communication and Interaction, for example, autistic spectrum disorder, speech and language difficulties, moderate/severe/profound and multiple learning difficulties.
- Cognition and Learning, for example, dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD), depression and anxiety.
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, mobility issues

## 3. Identifying students with SEND and assessing their needs

At the point of entry we assess each student's current skills and level of attainment, through the use of diagnostic testing and in class assessments. Curriculum staff make regular assessments of progress throughout the academic year and identify students whose progress:

- is significantly slower than that of their peers starting from the same baseline despite intervention from curriculum staff.
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

*This may include progress in areas other than attainment, for example social needs.*

Curriculum staff have an internal referral process to flag students to the additional learning support team.

Slow progress and low attainment will not automatically mean a student is recorded as having special educational needs (SEN).

When deciding whether additional support is required, we start with the desired outcomes, including what we expect in terms of attainment and progress, and the views and wishes of the student and their parents/carers. We will then determine what support is needed and whether as a college we can provide that support by adapting our core offer or whether something in addition is needed.

#### **4. Consulting and involving students and parents**

We will start discussions with the student and their parents/carers as early as possible when identifying whether the student needs additional support whilst they are at college. These can be through the application process, through to the student being at college. During these conversations we aim to ensure that:

- all staff at college that are involved with the student have a good understanding of areas of strength and areas of difficulty
- we take into account concerns the parent/carer and/or student has
- everybody involved understands and has agreed to the outcomes we are aiming to achieve.
- everybody is clear on what the next steps are
- notes of these early discussions will be added to the student's electronic additional learning support folder.

#### **5. Assessing and reviewing students progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Curriculum staff will work with the additional learning support team to carry out a clear analysis of student need, and draw upon:

- the teachers' and key support workers' assessment and experience of the student
- the student's previous progress and attainment or behaviour

- the student's individual development in comparison to their peers
- the views and experience of parents/carers
- the student's own views
- advice from external support services, if relevant

Progress and support will be reviewed regularly.

Every teacher and support staff who work with and support the student will be made aware of their needs, the outcomes sought and the support that is being offered by college, as well as any additional teaching strategies that are required. This will be in the form of our online system (EMRIS) with each student having a support record that forms the one page profile. We will monitor how effective the support is and the impact of any interventions of student progress. If needed, there will be a review and other interventions will be agreed and put in place.

## **6. Supporting students moving between phases and preparing for adulthood**

As a college we will share information with other schools, colleges and other settings a student may move to. Before any information is shared we will agree with the parent/carer and student which information will be shared as part of this.

## **7. Our approach to teaching students with SEND**

All teachers at college are teachers of SEND and are responsible and accountable for the progress and development of all the students that they have in their class.

High quality teaching and learning is the first step in how we respond to all students who have SEND. This approach will be differentiated for individual student needs in the classroom.

We also provide the following interventions, based on need and suitability:

- out of class support 1:1 or small groups
- an allocated Key Support Worker
- diagnostic testing and exam access arrangement assessments.
- targeted support for specific needs
- Additional Support Tutorial (AST) sessions with curriculum staff

## **8. Adaptations to the curriculum and learning environment**

To ensure students' needs are met we make a range of adaptations, such as:

- we ensure that our curriculum is differentiated to allow all students to access it, for example, the way in which curriculum staff group students together, teaching styles used within the classroom, content of the lesson, etc.
- throughout the college we follow dyslexia friendly strategies.
- the resources we use within the curriculum are and will be adapted to meet the specific needs of students within the classroom.
- support staff will adapt to student need
- Additional Learning Support can provide recommended aids for students such as coloured overlays, visual timetables, larger fonts etc.
- our teaching will be differentiated to meet student needs such as, giving longer processing times, sharing lesson resources before the lesson, reading instructions aloud, etc.

Our accessibility plan can be found on the college website  
<https://www.blackpoolsixth.ac.uk/information/policies/>

## **9. Additional support for learning**

The Additional Learning Support team is based in the Focus Centre, though staff are routinely deployed to support students throughout college, and is made up of a Head of Department, an Assistant Head of Department, 7 Additional Support Workers, 3 Additional Support Tutors, 1 Access Arrangement Support Worker, 2 Administrators, 2 Counsellors, 1 Dyslexia Tutor and 1 EHCP/Transition Administrator.

## **10. Expertise and training of staff**

In the last 12 months members of the Additional Learning Support team have been completing a range of additional training and qualifications:

- 12 ALS staff have completed Applied Suicide Intervention Skills (ASIST). A total of 31 members of staff are trained to offer this support.
- 3 more key staff have completed Youth Mental Health First Aid training. A total of 16 members of staff are trained to offer this support.

- The Fitness to Study team ensures that reasonable adjustments are put in place for students with long term medical conditions/mental health needs that impact on attendance and learning.
- 3 ALS staff have completed travel training to support students in gaining independence.
- 3 ALS staff have completed the moving and handling training
- 2 ALS staff have completed Sexual Health Training
- 4 ALS staff have completed Adrenaline shot training.
- 2 ALS members of staff completed the BEAT Eating Disorders training.
- 1 ALS staff member completed their Level 4 HLTA Qualification
- 2 ALS staff have completed Language Modifier training
- 2 ALS staff have completed The Elklan Practitioners Speech and Language course

## **11. Securing equipment and facilities**

We will, as a result of a needs analysis and/or advice taken from outside agencies and other professionals, aim to provide resources or equipment to ensure equal access to the curriculum or to provide additional support and intervention for those who require it. This may include equipment for the classroom to ensure access to the curriculum, for example voice recorders, or equipment to meet individual needs, for example adapted desks or seating.

## **12. Evaluating the effectiveness of SEND provision**

At college we continuously evaluate the provision of students with SEND by:

- reviewing the students individual progress towards their outcomes at each curriculum review monitoring point throughout the academic year
- reviewing the impact of interventions after 6 weeks
- using student questionnaires to gather feedback on our SEND provision
- monitoring by the Head of Additional Learning Support
- using provision maps to measure progress and attendance
- holding annual reviews for students with EHC plans, inviting the appropriate local authority and other relevant agencies
- reviewing the SEND action plans of all students with an EHC plan every half term

### **13. Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities (6Xtra and 6Advance) and college visits are open and available to all of our students.

All students are encouraged to go on college visits through their curriculum subjects and get involved with the wider college community through our 6Xtra programme.

No student is ever excluded from taking part in these activities because of their SEND or disability.

Key Support Workers within Additional Learning Support may accompany students on visits to support the student to access the visit.

Our admissions policy, positive behaviour policy and accessibility plan can be found on the college website <https://www.blackpoolsixth.ac.uk/information/policies/>

### **14. Support for improving emotional and social development**

As a college we provide support for students in order to develop and improve their emotional and social development in the following ways:

- students with SEND are encouraged to be a part of the student council and represent the student body within the pastoral reps meetings.
- students with SEND are also encouraged to join up with 6Xtra sessions to promote teamwork/building friendships. Our 6Xtra programme can be found here: <https://www.blackpoolsixth.ac.uk/6xtra-programme/>
- the Additional Learning Support team put on events and activities throughout the year of which students with SEND are invited to attend.
- the Focus Centre is used as a place for students with SEND to play games and activities in order to develop friendships.

Blackpool Sixth has a zero tolerance approach to bullying. Please see the anti-bullying policy for more information <https://www.blackpoolsixth.ac.uk/information/policies/>



## 15. Working with other agencies

The college has strong links with agencies in and around the local area and works with all organisations within health and social care, local authorities and voluntary sector organisations in order to meet the needs of students with SEND.

Some examples of organisations we work with include:

### Health

- Nursing teams (diabetes, epilepsy, eating disorders)
- Physiotherapy team
- Occupational Therapy team
- Speech and Language Therapy Team
- Mental Health provision (CAMHS, Young Minds, Minds Matter)

### Social Care

- Disabled Children's Service
- Learning Disability Team - Adult Services

### Registered Charities

- Blackpool Young Carers
- SENDIASS
- ACE

Where appropriate and after consultation with the student and parent/carer we may invite external agencies into college to support the student and their family.

## 16. Complaints about SEND provision

Complaints about the SEND provision at Blackpool Sixth should be made to the Head of Additional Support, Mr David Williams, [david.williams@blackpoolsixth.ac.uk](mailto:david.williams@blackpoolsixth.ac.uk), in the first instance. The complaint will then be dealt with in line with the college's compliments, concerns and complaints policy can be found on the college website <https://www.blackpoolsixth.ac.uk/information/policies/>

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the college has discriminated against their son/daughter/ward. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

## 17. Contact details of support services for parents/carers of students with SEND

Blackpool Sixth predominantly works with Blackpool and Lancashire local authorities both local offers are published here:

- Lancashire:  
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>
- Blackpool:  
<https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2>

Support outside of college for parents/carers can be found within the local authority pages.

## 18. Contact details for raising concerns

Head of Additional Learning Support	David Williams	<a href="mailto:david.williams@blackpoolsixth.ac.uk">david.williams@blackpoolsixth.ac.uk</a>
Deputy Head of Additional Learning Support	Carla Duncan	<a href="mailto:carla.duncan@blackpoolsixth.ac.uk">carla.duncan@blackpoolsixth.ac.uk</a>
Assistant Principal - Student Support	Stuart Ormson	<a href="mailto:stuart.ormson@blackpoolsixth.ac.uk">stuart.ormson@blackpoolsixth.ac.uk</a>
Principal	Jill Gray	<a href="mailto:jill.gray@blackpoolsixth.ac.uk">jill.gray@blackpoolsixth.ac.uk</a>

The above staff members can also be reached by calling the college phone number on: 01253 394911